

Grade 5 Integrated Language Arts Unit	
Lesson 2: Analyzing a Commercial on Charity	
<p>Connections to Financial Literacy</p> <p>In this lesson, students further develop their understanding of “Charity” through the perspectives of others, and by examining a commercial for a charitable organization. They will continue to consider the roles of those who give and those who receive charity (e.g. provider, receiver, organization, government). Students can begin to see how “charity” is a broad concept, as they build their schema as “knowledgeable, compassionate citizens” (<i>A Sound Investment: Financial Literacy Education in Ontario Schools</i>, p. 5).</p> <p>In addition, this lesson will focus on developing an understanding of:</p> <ul style="list-style-type: none"> • social and ethical implications of financial decisions; • active citizenship; • creating effective questions to develop a critical/ criterion based perspective; • consumer protection and consumer awareness. 	<p>Lesson 2 integrates:</p> <ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Media Literacy
Curriculum Expectations	
Language Arts	
Overall Expectations:	Specific Expectations:
<p>Reading:</p> <p>1.read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>Comprehension Strategies</p> <p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand</p> <p>Making Inferences/Interpreting Texts</p> <p>1.5 use stated and implied ideas in texts to make inferences and construct meaning</p> <p>Extending Understanding</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>

<p>Writing:</p> <p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>Media Literacy:</p> <p>1. demonstrate an understanding of a variety of media texts</p> <p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<p>Classifying Ideas</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data</p> <p>Purpose and Audience</p> <p>1.1 identify the purpose and audience for a variety of media texts</p> <p>Making Inferences/Interpreting Messages</p> <p>1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p>Form</p> <p>2.1 describe in detail the main elements of some media forms</p> <p>Conventions and Techniques</p> <p>2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience</p>	
<p>Learning Goals</p>		
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none">• extend their working definition of “charity” as begun in lesson 1;• develop an understanding of advertising techniques (i.e. using the Five Concepts of Media);• develop questions to help guide understanding of a topic (i.e. charity);• use information in the text to connect to their own ideas and record on <i>Audit Trail</i>.		
<p>Instructional Components and Context</p>		
<p>Readiness & Instructional Strategies</p>	<p>Terminology</p>	<p>Materials</p>
<p>For success in this lesson, students should have previous exposure to the “Five Concepts of Media” and “The Media Triangle” (<i>Guide to Effective Instruction Vol. 7</i>).</p> <p>Refer to the guide for more detail: (http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_7_Media_Literacy.pdf)</p>	<ul style="list-style-type: none">• constructed media• ideological• political conventions• aesthetics	<p>Minds On</p> <ul style="list-style-type: none">• Grade 5 BLM 2-1: Charity Quotes• Envelopes• 8.5 x 14” paper• Glue• Enlarged versions of the quotations (BLM 2-1)• Student Response Journals <p>Action</p> <ul style="list-style-type: none">• LCD projector

The Five Key Concepts of Media:**Instructional Strategy:*****Stand-up, Hands-up, Pair-up:***

This activity ensures all students have an opportunity to share ideas and provides a positive learning environment. Students stand-up, walk around, raise right hand and pair up with another student. A speaks first, B responds to A and then B shares and A responds. Teacher times each change and ensures all students get an equal opportunity.

- Speakers
- Computer with Internet access
- SCAW, Sleeping Children Around the World Commercial (utube link)
http://www.youtube.com/watch?v=y4Dj807m3t4&feature=results_video&lr=1&ob=0
- **Grade 5 Appendix 2-1: The Five Key Concepts of Media chart**
- **Grade 5 Appendix 2-2: Media Key Concepts Questions**
- **Grade 5 BLM 2-2: Sleeping Children Commercial**

Consolidation

- **Grade 5 Appendix 2-3: Media Assessment Tool**
- Large Q-Chart
- Post-its
- *Audit trail:* Large poster/chart paper to record learning
- *Student Response Journals*

Sleeping Children Around the World Commercial Synopsis:

This is a 30 second commercial for a non-profit charitable organization that provides bed-kits for children. In lesson 3, students will investigate the S.C.A.W. website.

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:****Understanding and Connecting Quotations****Description:**

- Students are divided into groups of 3 or 4.

**Assessment for learning**

Through the Understanding and Connecting Quotations activity, the teacher will be able to get

- Students are given an envelope containing the quotations from **BLM 2-1**.
- Each group reads and selects one quotation with which to work.
- The students will glue their quotation onto the 8.5 x 14" paper and record their ideas and responses to the question: "**What does the quote mean and how does it connect to charity?**" around the quotation.
- After the groups have been provided time to work on their selected quotation, they will share their learning through the **Stand-up, Hands-up, Pair-Up Activity**:
 - The teacher posts enlarged copies of the quotations in the room, easily visible for students to use during this activity.
 - The teacher instructs the students to *Stand-up*, walk around the room, put their *Hands-up* and reach out to another student to *Pair-up*.
 - In pairs, the students decide who will be **A** and who will be **B**.
 - Student A reads his/her quotation and shares his/her ideas and understanding; student B responds and then roles are switched.
 - It is important at the end that each student thanks the other and gives constructive feedback.
 - Students will repeat the *Stand-up, Hands-up, Pair-up* 2 more times, to engage in a dialogue with others, and to continue to build their understanding about "charity".
- Students return to their desks and write some brief notes in their Student Response Journals about the quotations and what they learned about "charity".
- One or two students can record one of the quotations and some of their ideas on the class *Audit trail*.

a better understanding of how students make inferences from and connections to the quotations and how they apply the ideas of others to what they have learned about **charity** from Lesson 1.



Differentiated Instruction

Students will have an opportunity to build their own understanding by listening to the ideas of others.

Although large versions of the quotations are posted in the room for reference during the **Stand-up, Hands-up, Pair-up activity**, allow students to take a smaller copy of the quotation if needed (e.g. the quotation from the envelope).

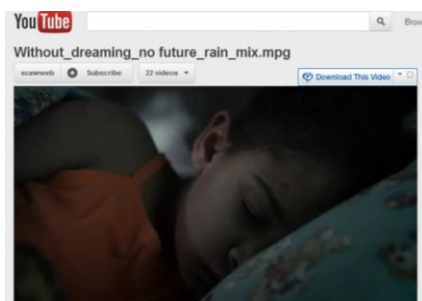
Note: The positive, constructive feedback and thank you for sharing is critical in building an effective learning environment, where all students feel their ideas are valued.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description**Developing an understanding of charity organizations through media messages:****Description**

- Teacher pauses the video on the opening shot, and asks students to think on their own first and to make a prediction about what the video will be about.



- Students are asked to do a *Think-Pair-Share* strategy to discuss what they think the commercial might be about, providing their partner with a reason for their prediction. (e.g. image shown, content of the current unit, connection to other similar images)
- The teacher shows the full commercial and poses the question:
 - “What do you think this commercial is about?”
- The teacher repeats the *Think-Pair-Share* strategy.
- Before viewing the video for a second time, the teacher shares the Five Concepts of Media (**Appendix 2-1**) (e.g. LCD projector, photocopied handout) with the students.
- The teacher then gives students **Appendix 2-3: Media Key Concepts Questions** and reads the questions for students to keep in mind while watching video for the second time.
- The teacher divides the students into partner groups and gives each pair a copy of **BLM 2-2:**

Notes to teacher:

Assessment as learning

“What makes an effective question?”

e.g. refer to back to criteria created in lesson 1 and determine if any additions or deletions need to be made.

**Differentiated Instruction**

Note that commercial relies more on images than on dialogue or text. Provide repeated viewing opportunities to help students consolidate new learning.

Create heterogeneous groups that allow students to build on each other's strengths. This also provides the opportunity for students to generate and organize their ideas before sharing with the larger group, as well as providing the opportunity for everyone to share their thinking.

Note: By allowing the students to generate their own questions for inquiry, students are more engaged in their own learning.

What I think about the video.
(What I understand/
opinions)

What I wonder about the video.
(Questions)

Sleeping Children Commercial, to complete after viewing the video a second time.

- After having the opportunity to view the video and listen to others, the students are asked to record ideas on their chart (**BLM 2-2**).
- Students are invited to share their initial responses, and questions with the whole class, and compare to the key media questions (**Appendix 2- 3: Media Key Concepts Questions**).
- Students should be given an opportunity to view the commercial a third time to confirm ideas and change ideas on their chart.

Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Lesson Description

Notes to teacher:

Whole Class Discussion

- After recording their ideas on **BLM 2-1**, have the student refer back to the Q-chart from Lesson 1. Ask students to select 2-3 questions from their chart (i.e. *What I wonder about the video - Questions*), record these questions on Post-it notes and post these on the Q-Chart.
- Once the questions are posted, the teacher selects 3-4 questions to pose to the class and answer collectively.
- Students are encouraged to discuss and record their learning on the *Audit trail*.
- As a class, students re-visit their definition of “charity” that was posted previously and make any changes or additions.



Assessment **for** learning

Teacher can use **the Grade 5 Appendix 2-3: Media Assessment Tool**, for conferencing with students, to check for understanding.

Teacher can use *Audit trail*: Large poster paper to assess learning.

- At the end of the lesson, the teacher poses similar consolidating questions, as in Lesson 1:

- *How did your own understanding of charity change through the activities and through reading others ideas and viewing the commercial?*
- *What makes something is a “good” life?*
- *Whose view is represented and whose is not in this video?*
- *How did the commercial attract my attention?*
- *What was the main message of the commercial?*
- *How might this new understanding affect the way you view others?*
- *What other sources can you think of that will provide some information or perspective on this issue? (leads into the next lesson on websites)*

- Students will write in their *Student Response Journals* and record their responses to all, or some of the questions above.

Extension Activity:

Students can research on Television of Bureau Canada, TVB, site and search effectiveness of length of commercials and other research completed on advertising.

<http://www.tvb.ca/>

Note:

The students are provided time to research on the computer in the next lesson (to help answer some of the class' wonderings around the commercial, the organization and website shown in the commercial).

Note: If students have had experience with Five Key Concepts, teacher could use Focused Viewing Guide found on page 70 of the Vol. 7 Media Guide, http://eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_7_Media_Literacy.pdf

Disclaimer: Images and many text resources included in ELAN Financial Literacy Units are available in the public domain; ELAN does not guarantee continued access to external links provided on this site; nor shall it be liable for damages resulting directly or indirectly from the use of any external links provided.